

NJTFCAN Subcommittee on Race, Poverty and Neglect meeting - 8.21.23

In Attendance:

Larry Brasch
Mary Coogan
Natasha Johnson
Sonia Moticha
Patricia Risch
Katie Stoehr

NJ Department of Human Services
Advocates for Children of New Jersey
NJ Department of Human Services
NJ Department of Education
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NJ Department of Children and Families

Guests:

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Staff:

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Note: This meeting transcript was automatically generated using Automatic Speech Recognition (ASR) technology.

0:02

In compliance with Chapter 231 of the Public Laws of 1975, notice of this meeting was given by way of notice filed with the Secretary of State, The Trenton Times and the Newark Star Ledger and posted at the Department of State, 125 W State St. First floor in Trenton, NJ Also, and this is a change for these committees, but please note that the meeting is being recorded and will be posted in its entirety on the DCF website. So, I'm going to ask, and I think everybody does, have their name in the visible in the zoom screen.

0:33

I think that will help us a lot.

0:36

OK.

0:38

So today's agenda.

0:42

We'll go through approval of minutes, just a couple of announcements. I wanted to share a little bit of data. I'll explain why that is. We'll follow up on the as is inventory that we were talking about the last time that we were together.

0:58

Umm.

0:59

Hoping we can finalize a statement on the subcommittee's purpose so that we can use that in communicating at the Fall conference and in other venues.

1:10

And then spend some time on conference and workshop planning.

1:15

Is there anything else anyone would want to add to the agenda for today before we get started?

1:26

OK, Dan sent around minutes.

1:30

So everybody has those.

1:34

Going to take a moment and review those and then if somebody wanted to move, to approve the minutes.

1:49

Sorry, I was having trouble unmuting myself. I'll move that. We accept the minutes. Thank you. Mary. Is there a second?

2:03

I'll move to 2nd.

2:05

Think Pat.

2:07

All those in favor of approving the Minutes.

2:12

Anyone opposed?

2:15

Any abstentions?

2:19

Thank you. OK.

2:22

All right. In terms of announcements, I just really wanted to note as I did earlier that the meetings will be recorded. So, the videos will be posted to our website from here forward. And Dan, just sort of point of information, does that then?

2:37

Mean we won't distribute Minutes any like we won't need to review and approve minutes. We'll just be the video recording. That's correct. OK. So that's one less administrative task force.

2:49

All right.

2:52

In terms of data.

2:54

We had a DCF, regional DCF and ACNJ regional forum, although maybe they're not regional anymore, Mary, I don't know, a month or so ago. And I shared some information about this subcommittee at that forum. But in talking subsequently with Natasha, I realized I think I had thought most of the data that I shared there that maybe we had talked about here. But I realized some of it, I think we did not. And so, I wanted to just take a minute and make sure that everyone on this subcommittee.

3:26

Has that same information. I don't think that everybody in the subcommittee was in that forum to look at it. So, if you'll indulge me, I'll just share the data and then we can take questions. But Natasha, this came from our conversation about like the frequency of child protection investigations, like some of that information that that you heard on the national Conference recently. So, Mary, this will be the same thing that you.

3:51

Right.

4:06

So this is to say that, you know, there are just about two million children in New Jersey and that again, any given point in time, very few of them are interacting with the child welfare or child protection system.

4:21

In any given year, about 5% of the children in the state are referred to the Child Abuse Hotline for one reason or another. Although this number, you know, it could be that Katie was referred twice and then it would show up as two in here. Does that make sense?

4:36

It could be double counts if people are called in.

4:40

And on any given day.

4:42

This is over the course of the year, but on any given day there's about 27,000 children being served by the child protection system in their own home, and about 2700 kids in foster care. So, if you were to

ask today, it wouldn't be these exact numbers, but it would be something in this paper. Does that make sense so far?

5:02

And that's not the totality of what DCF does. This chart does not show who we're serving through other services that we offer, but just in terms of child protection.

5:11

Umm, but.

5:13

So this looks like not very much, right? 5% getting referred, 1% being served in the home, blah blah blah.

5:20

But over the course of a whole childhood, and this was the research, Natasha and I were talking about this really different.

5:28

Over 1/3 of American children will be called into a child abuse hotline before they turn 18.

5:35

And over half of black children will be.

5:38

And so what that says is that in our country, and if we were to run this just on New Jersey, I don't have any reason to believe it look any different than this.

5:47

Umm, what we're saying is that over the course of family's time raising their child.

5:54

Somebody in the community.

5:56

Finds the need to call the child abuse hotline over 1/3 of the time for all children and over half the time for black children. That's a lot of calling the child's hotline. So, right, it would say we suspect that 1/3 of American parents are really about to harm their child. That's what that would suggest.

6:14

And we are community suspect that over half of black children, black parents are.

6:20

And. And what's what you learn when you keep going with that? What about foster care? Well.

6:28

Foster care placement, Remember? Point in time. It's not that many kids, right?

6:32

1.13% of kids in New Jersey point in time.

6:36

But over the course of a whole childhood?

6:39

Could be Up to 6% of all kids will experience foster care during their childhood.

6:47

15% of Native American kids and 11 1/2% of black kids.

6:53

So on one day if the numbers are not that big, but if you look at the.

6:57

The possibility of entering foster care in childhood, the numbers are it's quite a common experience, right?

7:05

Umm.

7:06

And in New Jersey, this will matter in a minute. I want to show you some other data. And in Jersey, most children are not white, so that's important to keep in mind. And a slide I'm going to show you next, something like, yeah, just 44% and 40% of our kids live in an immigrant family.

7:20

So when you look at this data.

7:22

But the most common experience is going to be for black children and Hispanic children. Does that make sense?

7:28

White children are the minority of children in the state, just sort of statistically.

7:33

But if you start to look at, I got curious about, OK, well, so 50% of kids are going to be the subject of a CPS investigation or 11% are going to be placed into foster care. How does that compare to other things that might happen to a child?

7:47

In childhood.

7:49

It turns out it's more common for American kids to go into foster care than it is for a kid to have a food allergy.

7:56

For example.

7:57

And it turns out that it's more common for kids to become part of the CPS investigation in the United States. Please. For black kids.

8:04

Than it is to break a bone or to get a summer job as a teenager.

8:09

Or to have asthma, right. So, if you start to think about this as a public health phenomenon, you know this is just what the data are like.

8:17

Um, and most of these investigations that we do?

8:22

Actually show no evidence of harm to the child, so that's what this is saying.

8:26

Out of.

8:29

All the calls we get to the hotline alleging a child protection matter and neglect is the thing. That's the allegation 80% of the time. So, it's not somebody saying this person is beating their child, or this child was burned, or his child being sexually abused. Delegation is neglect 80% of the time.

8:47

We go out and investigate 97% of the time.

8:52

97% of this, 80%.

8:55

There's no finding.

8:56

There wasn't neglect. Does that make sense?

9:00

So what we're saying is we're doing all of this calling.

9:04

I'm calling the child abuse hotline on a whole lot of people.

9:09

To find out an awful lot of the time.

9:12

That.

9:14

There wasn't any neglect.

9:16

It just doesn't seem very efficient, among other things, but there's a lot to say about that.

9:22

Having children experience it. Having their families experience it.

9:26

And then having the work have to play out to support all of that.

9:32

So there's recent research and this we, I know we've talked about in this subcommittee, and this is going to be, I think, a focus of the upcoming conference. But there's a lot of research now that's questioning, well, is this thing that's being alleged really neglect or is it poverty?

9:49

That, it turns out, when you do things with poverty systems, when you let more people into TANF, when you have more generous SNAP policies, when you have a state level Earned Income Tax Credit and the more generous it gets.

10:02

When you make it easier to have a childcare subsidy, when you pull on any of those poverty levers, there are pretty significant and observable changes in the child protection system. Generally speaking, states that have more generous policies and on all of those things have lower rates of child maltreatment, lower rates of foster care placement and lower rates of maltreatment related fatalities.

10:29

So I wanted to share all of that because I did share it in the regional forum, but also because I think it Tees up a lot of what is at play in this intersection of neglect and poverty, which is the work of our subcommittee. So let me just stop there and see if anybody has any thoughts or reactions or questions.

10:50

In response to that data.

11:07

I just confirm that that was all national level data, not New Jersey specific.

11:16

The umm.

11:20

Yeah.

11:22

This data

11:24

Is national.

11:27

And this data is national.

11:31

But this data is New Jersey. Does that make sense? Yep. OK, just wanted to make sure.

11:43

Any other questions?

11:47

Just a statement about how disturbing it is. I would just say that generally and I think Katie, that was the conversation that you and I had before. So, I think Larry, to your point about whether it's specific to New Jersey or not and I think we have no reason to believe that the data.

12:02

Changes in New Jersey are not based on the national, but to think that there are more than 50%.

12:10

Of black children across this country would have a child protection call over the course of their life. I think says something.

12:18

Yeah.

12:25

I just didn't. I think in my head we talked through some of that data before, but not really. So, I wanted to catch up. So, I apologize for that being a little bit out of sequence, but I think we shared some of this too. It for those of you who are part of the four Branch Institute work, we just some of this data sharing there as well Mary, did you want to say?

12:44

No, I think it's.

12:48

It's the reason why there have been so many conversations in a lot of different venues about.

12:55

How?

12:56

Well intended. People are over surveilling families needlessly and that it is disruptive and we have to figure out a way.

13:07

To lessen that.

13:10

And that some of those families do need help, but the Child Protective Service system is not the place.

13:17

That we should be sending them to get that help because it takes on a whole different.

13:23

View of what the reason for the needing help is and then Child Protective Services it is generally viewed it's the parents fault. We need help because the parent is doing something wrong and what we're finding based on this data is that's not the case and we need to fix that.

13:44

But it does again, raise the importance of data too because it's not to you show that data and this is I actually showed it to my staff too. You know we watched that part of the video because it it's.

13:59

It's so troubling and it's so dramatic when you look at those numbers.

14:05

Yeah, I heard that first study about half of black children being called in at a conference in 2018 and the presenter of somebody that I knew, and I thought.

14:16

Aaron's making like there's no way, but she had the citation and I looked at the article and I was bored.

14:23

And it is jarring it, it should trouble us all.

14:28

Well, I think the other part of the conversation and hopefully we get to that as we dig a little deeper into this, it's just.

14:34

I think race is something that we have to talk about openly and I think that calls are made sometimes because there are a lot of assumptions about families based on their race based on those social economic status that get to those calls to child protection services. So, it's not necessarily, I mean in your data showing that it's not that these kids are being abused and neglected. I think it's just societal views about certain families based on how they look and where they live.

15:05

And until we can start addressing those issues and talking about them openly, I don't know that that data point is going to change.

15:13

When the call comes in, are we collecting data beyond just whether it's?

15:18

An abuse or neglect call to know to start drilling down like what are the accusations?

15:25

Yeah, I'll post a link to our data portal in the chat so you can anybody can look.

15:32

At a lot of different kinds of information.

15:36

Two second.

15:40

So I just get curious on the unsubstantiated calls. If there's like a trend there, is it always around food insecurity? Is it around?

15:51

Clothing.

15:54

Yeah, those are, those are good questions.

15:58

Those are good questions. So, let's hold that because I think something you just said, Ellen can relate to some of the conference planning.

16:08

That we're doing.

16:10

So, umm.

16:15

Fine.

16:21

Back to ours.

16:23

Sort of our agenda here.

16:26

Outlooks, there's one more. That's it. I'm just going to move on from data if that's OK with people because I think we'll need some time on the conference.

16:34

I did after the last meeting sent around to everybody kind of that as is grid like an inventory of all the family supports we did get.

16:45

One or two responses to that, asking for some amendments, but I just wanted to see if does anybody need a little more time with it. If not, we can call it done. But I just there's vacations and things. I don't know if everybody got to it. Katie. Yeah, I was one of those who was on vacation. So I had an opportunity to relook at it when I got back and I just would add that unless I missed it someplace, nowhere in that document of as is inventory.

17:16

Is child support listed as uneconomic support or a reducer of family stressors? And I think that needs to be included.

17:28

And I think Katie, what it says so under removal of family stressors, it indicates that child support is one of those indicators. But Pat is right, like in the existing and ongoing, we don't explicitly talk about where we're headed, where we are, well what we currently have and then where we could be headed. So yeah, yeah, I was just even it struck me around the economic supports because you know, our data shows that in families living in poverty, the Child Support is approximately 42% of their family.

18:01

Income when it is received. And then it goes to, you know, some of the other challenges of the Child Support program and how, you know, how do we make sure that there's reliable, consistent, reasonable child support orders? But I do think that there's a place for that in this in this document and the work going forward. Yeah. Thank you. Thank you.

18:30

OK. I will umm, I'll pull that up and send it back to you to try to go back and forth Pat and Natasha on

appropriate language there. And if there's anything else, I think you were out a bit attached or anything else from DFD generally, just let me know that's not a problem.

18:48

I think we got a fair number of other responses.

18:52

So.

18:54

OK. I'm asking because I think that will be a tool that we may want to use in the fall. We'll see where we get with this.

19:01

But yeah, conference planning.

19:05

All right.

19:06

Umm.

19:11

So I will Mark.

19:13

Once I once I.

19:15

Complete that Natasha and Pat with you guys.

19:19

I have some other edits from others to incorporate and then we'll recirculate it as sort of a final document and you know.

19:27

This is like driving a car off the lot. Once you buy it, it'll be stale the next day. You know nothing's ever final, but it'll be the version we used this fall. How about that?

19:38

Taking a note for myself here.

19:55

So the next agenda item is around. Umm.

20:01

Finalizing our subcommittee staff should say Subcommittee Statement of Purpose.

20:09

And.

20:11

Actually, before we go there and put you on the spot, Mary, and just ask, do you know the next step in terms of the name of the subcommittee? I know we needed to formally send that back to the task force itself, and I don't believe the task force has met just yet.

20:28

You're on mute.

20:30

The task force has not met, I know.

20:33

When we talked to commissioner buyer.

20:36

We don't anticipate anybody having any objection and I want to say the next.

20:41

Task Force Dan. It'll be in September.

20:47

Right. It's at the end of September.

20:51

That's helpful. Thank you. So, it will definitely be before the conference. Yeah, that was what I was kind of coming to and just for everybody's.

21:01

Recollection and really, Natasha, amplifying what you mentioned earlier, right? We wanted to change the name of this subcommittee to the Subcommittee on Race, Poverty and Neglect because we don't think we can have a conversation about poverty, neglect if we're not also.

21:16

Explicitly talking about race.

21:18

Umm, so that's great. It will be good to have that.

21:23

Endorsed.

21:25

So I went ahead and put it up here as if it's a done deal for now, right? Because these are slides, we could potentially be using this fall. But I wanted to see if this framing of this subcommittee, we looked at a version of this before, does this resonate with people? Does this feel like an accurate depiction of what we're about? Is anything to change?

21:49

Well, I think if we're adding race to the name, we should.

21:54

Incorporate race somehow into these bullets.

22:03

I'm I don't know if it should have its own separate.

22:10

I don't know what do other people think? Because I do think people get the poverty and neglect how that kind of gets mushed together, but that?

22:18

Umm.

22:20

The issue of race.

22:28

Yeah, I was just going to say I think something around race equity and what the data is showing is, is probably the best way to say that Katie.

22:39

So something like this, Natasha, would you say it a little differently? Yeah. No, I think that's fine. Yeah. Yeah.

22:47

How do others feel about this? I like that phrasing.

22:52

OK.

22:56

We'll go with that then.

22:58

And I think we talked at the last meeting.

23:01

That our goal? Sort of.

23:04

For the balance of 2023 and through 2024 is to arrive at concrete recommendations for change. We don't. We don't want to pontificate. We want to dig in and figure out, OK, this is the case. What are we going to do about it?

23:18

So does this feel action oriented enough? Is there something we need to do to strengthen that sentence? Is it OK as it is?

23:30

I think it's fine. I think it's clear.

23:37

OK, it seemed to me, and we've looked at this before, that if we're saying something like this and we're making reference to the child welfare system.

23:46

Then we also need to define what we mean by the child welfare system.

23:51

Umm.

23:53

I'll stop sharing for a moment to just say I was at a different national meeting one time and the vice president of TC Family Program said.

24:01

To this question, he said it like this, he said.

24:07

Maybe everybody on the screen is old enough to get this reference, but if I were to say to you, who can prevent forest fires?

24:14

Right. You would say only you with like and you tip tilt your head like that and your best Smokey the bear impression, right?

24:22

Nobody says only the fire department can prevent forest fires.

24:27

So similarly when we say the child welfare system.

24:30

I want to propose it for our subcommittee. We're not talking only about people employed by this department or it's much, much, much, much broader than that. And so, if that resonates for people.

24:43

I wanted to propose this, and we've looked at this before, I think in our very first meeting.

24:49

But wanted to see if this feels comprehensive.

24:52

So we talked about who's making the calls, who's noticing a family struggle and picking up the phone and calling the hotline. That's the first group of people.

25:01

Then we talk about DCF and our contractor providers.

25:05

We talk about, and I don't know, Natasha and Pat and Larry, if this is comprehensive enough to describe the various income support systems that are at play in the state.

25:22

And obviously THS is beyond this into Medicaid and other things. So maybe we need to sharpen this but.

25:29

We talked about the legal system. Although most kids that are involved with the child protection system, their family, their cases don't go to court most of the time it's all outside of court.

25:40

We also named some of these other adult systems that separate parents from children, so you could separate children from parents, but these are systems that, by the way they operate, can sometimes separate parents from children.

25:54

And we talked about funders.

25:56

So does this list feel?

25:58

On target if you need to change, come off.

26:02

Go ahead, Mary, so.

26:04

I know I saw this slide before; I forget which meeting.

26:11

I don't agree that all of these are in the child welfare system. I think there are certain.

26:19

Parts or certain of these groups that impact.

26:23

The child welfare system, But I think this to me is a little too broad.

26:30

Example of 1 you feel is outside.

26:33

So the criminal justice system impacts the child welfare system because yes, it does separate parents from their children, but they aren't.

26:46

They aren't the child welfare system and in terms of when I picture the child welfare system for example, I think that again I think you can define it various ways, but I think it this list is more it's the child welfare system and those that impact it.

27:06

Because some of these entities are not able to make any type of rules or regulations that really create what governs the child welfare system. So, I just think you have to be cognizant of that. I'm not saying everybody doesn't have a role to play. I totally understand your, you know, depiction of forest fires. So, you can impact, you can stop forest fires, but I don't know that you're necessarily part of the firefighting system.

27:37

Right. Or the people who have to do the controlled burn so that you don't have buyers spread needlessly?

27:46

Just a thought, yeah, I will push back, but I want to see what Tony has to say to say.

27:53

If we think that this phenomenon is going to change simply by if we think that.

28:07

This phenomenon is going to change.

28:09

Simply by DCF doing our job differently, it's not.

28:14

And so when I think about who that, that to me means the system is bigger and who calls us a lot is law enforcement. So that's kind of in addition to the separating, it's the incarceration end of things, right. But you didn't say law enforcement, you said the criminal justice system. So that's what I'm saying. I think you have to better define your term. So, like for example, I'm not seeing medical here, yet medical providers call the time. So, there's different systems.

28:45

That impact and I totally agree with you that this is not all about DCF or the courts or the attorneys that I get, but I think we might want to say child welfare and those that impact it because then it is everybody right you education would be part of this too and education.

29:05

You have teachers and councils, but like the department who sets the guidance, I think it could, you know, it's like done the whole world.

29:16

Umm.

29:17

Right. And then then you should just say the whole world.

29:21

Maybe we need to.

29:23

Yeah.

29:24

Sonia, go ahead.

29:27

Without seeing the previous definition, one of the first things that did come to mind.

29:33

Was how it was currently listed as the child welfare system and the question that came to mind was.

29:39

What would the average person think of when they thought of the child welfare system, and is there a way that we can?

29:46

That we can put something within that place so that because like these recommendations are going to be available statewide for anybody to read. And so and so of course this is very helpful because it would define what we're talking about as the child welfare system if that's what we choose to keep in the previous slide. But without this additional context, I don't know that the average person would

make that jump to think about all those other entities that are involved in it. And it really is like to your point, Katie, with you know who could rent forest fires.

30:17

Like it really does span to so many different areas and agencies and groups. Umm, So I guess I guess that was my question. And I, you know I kind of see where Mary's coming from and I wonder if it if posing it in the way of the child welfare system and those that impact it or if there's some other language that we could use. But just thinking about how we might be able to expand that language so that the average person reading it would have a better concept of what we're trying to share.

30:49

Yeah. And I'll just share for myself, right, like I would. Oh, go ahead, Larry.

30:56

Well, no, I don't want to cut you off. I just want to make sure I remember just sort of chime in for a minute here because I mean I hear that as one of those things. But I would also if child welfare is also part of sort of rehabilitating culture as well. So, it is right, it's, it's the universe at large.

31:17

But I'm thinking about criminal justice system in a way of right. We also have a juvenile justice system which houses children and helps to I think inculcate some of those things. You have you know parents in the adult side and really just, you know, maybe they're there in prison for that abuse or neglect and how to end that behavior upon reentry into the community and things like that. So, I say I again I think Mary, it's probably in Katie let's like it. It is the world, right. It's all of us making sure that we know that.

31:48

These things aren't.

31:50

Acceptable how to do it but it's also part of that I think changing right. So, it's identifying it's also it's prevention and you know correction as well.

32:04

Yeah. Thanks, Larry.

32:08

So a sort of a technical matter.

32:13

In New Jersey, unlike in many other states, every single person standing on the soil in New Jersey is a mandated reporter. So, this first line, those who report who are who are.

32:26

UM, designated as the people who need to call a child abuse hotline, literally is all 9 million people in New Jersey.

32:34

These groups that I've shown here are the people who call them most frequently.

32:39

But there's a whole lot of anonymous too in in other states.

32:43

Like in New York State.

32:44

Only, like these kinds of folks are what are called mandated reporters, meaning you don't have a choice. If you see it, you've got to call it in, but no one else is mandated. So, if it's just like you know you're worried about your neighbor, there's no legal consequence if you fail to call in, whereas there is a legal consequence if you fail to call in.

33:04

If you have one of these professions, New Jersey is different than that. And New Jersey is, it's actually everybody.

33:09

But.

33:10

Um the other thing I would say is.

33:13

I feel like we have an opportunity and maybe this, maybe this bulleted list goes too far. We can and we can work on that too.

33:21

But my proposal would be that we try to define for people the child welfare system in a way that includes all the people who have a role in it right now.

33:31

And the first person with a role is the person who calls the report into the child abuse hotline. There's nothing else happens until that person makes that call. So that reporter has a very statutorily designated, you know, like formal job to do. Mary, you're pushing on. Well, you can. Incarceration system doesn't exist to serve this purpose. And you know some other things. Maybe that's a little too far afield. So, but I wanted to see what people thought about that notion that it matters for us to define it not overly broadly.

34:03

But as broadly as is actually true, even though that might push on Sonia, your point about people might not think about it that way.

34:11

But that's, I think part of the problem is people think about it as this hidden, small, narrow thing, when really it's quite big and it impacts all these kids. You know what I mean? So anyway, Mary, what are your thoughts?

34:24

I'm not. I guess I'm not sure we have to define it.

34:28

What if we just start with everyone has a role to play because we are mandatory reporters in New Jersey, because all systems impact kids. Because all people impact kids. Rather than trying to say you're in or you're out is what I'm saying is you're going to miss entities that other people would say, well, if you're going to include this group, you need to include this group. Or to Lawry's point, you got the juvenile system, you're putting in adult. You might. So maybe, maybe we don't or maybe we start.

34:58

With traditionally the child welfare system has been Child Protective Services its contractors the courts right but yet everybody impacts it and I just think we should just say everybody has a role to play even if you start it was saying in New Jersey unlike other states we are all mandatory reporters.

35:20

Right. And that has an impact.

35:23

What do people think about that? I mean, I could imagine like a slide that sort of grows more when you click the button, you know what I mean? So, starts out with like a certain picture, but then as the discussion progresses, shows how all these other players have a role. And Mary, to your point, I think it's a little easier than somebody left out. They're not offended, right? Because these are just examples. It's not an offense if they're left out because then they're going to be like doing the party dance.

35:49

Maybe, we'll say. Just because it doesn't mean.

35:52

I like that idea. I also like taking the justice system out and then saying other system, other systems impact the child welfare system such as the justice system, Department of Education, you can put some of the other big players.

36:10

Yeah.

36:17

OK.

36:19

This is not for that slide because I can't let it go, I'll just say.

36:24

The numbers of children in foster care, when the criminal justice response to crack was the way that it was a very different than the numbers of children in foster care. When the response to the opioid epidemic from the criminal justice system is the way that it is today, they are joined. They really are.

36:42

But that's food for another meeting another time.

36:47

With more data.

36:50

New York City's down below 6000. Kids in Care now. When I started working there was 50,000.

36:57

It's really differed.

37:00

All right. So, does everybody like that suggestion, though? Of kind of.

37:04

I'm digesting it. Mary is more like drawing a diagram or showing how there's like the traditional system, but there's all this, all of these other things in the environment that really impact the way that that system functions. So, we could, we could sort of show it that way if that's what you.

37:22

Um, if it resonates with you too. So, what do people think about that idea?

37:27

I think that makes sense and I think a good visual of that helps. I think get to the point you're making and Mary is making, right. Yeah. And I think it shows that because it is sort of everybody. But how do you say that you, I mean, you can't list every single person that, you know, impacts the system. So, we'll just get a census list, 2010 census.

37:50

And then?

37:51

Yeah.

37:52

OK.

37:54

Just taking a note here.

38:01

OK.

38:12

So umm, we also talked about some initial areas of like since we want to be action oriented, we want to make recommendations that will change these numbers that will result in you know.

38:27

Less of the phenomena that we described about lots of calls to the hotline and all of these neglect investigations that ultimately show that there's not neglect, that there may be poverty.

38:37

Umm.

38:38

We talked the last time about a sort of a short list of like an initial list of ideas that we could workshop over the course of the next year or so.

38:48

Coming out of the Fall Conference. And so, I have that list prepared which I'll show on the screen in a moment. And then I think we also talked about using the Fall conference to gather input from the people who are at the conference as to are these.

39:05

Sort of the right ideas. Like do these make sense as things to pursue? What are some things that could be missing, right. So, we might have other ideas that emerge, and so we're going to show that.

39:18

Slide here, so we talked about.

39:22

Cut this Some of these come from that 4-branch institute that we described came prior to this subcommittee. We had it last year but wanting to make sure we have discussions about race, racism and poverty in a way that's different and has an impact for changing mindset. So, there's a way in which this subcommittee is a step in that direction, but we could be doing more so we could have A and a work effort around that.

39:48

Umm, what resources can be used to provide support? Basically, whatever it is too however that's defined to families.

39:58

Upstream to prevent the escalation of family stress into a high-risk situation. You might even say to prevent.

40:07

Calls coming into a child abuse hotline when the thing the family needs is something other than a child welfare investigation. Does that make sense?

40:15

I couldn't find a pithy way to express that, but we could find some better words.

40:21

One of the other ideas was around pre litigation legal representation. So, there is a pilot in I think Ocean and Monmouth counties right now. We might remember how we're different than I do, but.

40:33

That is about.

40:36

Typically when?

40:37

But a family is involved in a child welfare or child protection investigation. They don't get an attorney assigned to help them unless the state is seeking custody of their child. That's the point at which a public defender is assigned.

40:52

There's a pilot and a couple of other counties to have that attorney signed at different points prior to that seem see what that does. So, there could be a group and there are others. There's a law that was proposed in New York State that would say assigned an attorney because there's an investigation like that's the right time way upstream, you know, so there's lots to look out there.

41:15

And then there was this this bundle which kind of prompted us to look at that as is document.

41:23

Which is about.

41:25

There's a perception at least that there when a child goes into foster care there's an impact to the parent in terms of that parent's receipt of public benefits.

41:37

And what does that do to that their income and their ability to reunify timely with that child. So, these were the four.

41:46

Uh.

41:47

Is there four areas that we've talked about and I think the idea would be.

41:50

If we showed these, and I'll show you a little bit more about them in a moment at the fall conference, that we would want to do some work like this, you know, share.

42:01

Share What are we doing? What's our We can change this bullet based on what we just talked about. But show that slide and then ask for feedback from the participants around what's missing. What should be removed? What should be amended? Who would want to participate with us in digging a lot deeper into these topics?

42:20

And set up some working sessions over the next year to really dive deeper into those areas. So, let me stop there and say are these the four that we would want to carry in as kind of the first set of proposals into the fall conference? That would sort of we would say that would be by way of saying we want to at least be working on these things, but what's missing? What else could we be doing Sonia?

42:47

So one, I'm not sure if it would be appropriate for the fall conference or something to think about later down the road. So, it might, you know, it might be, might not be the best time to bring it up. But something that comes to mind is the training aspect. Because with the calls coming in, those are based off of what both the general public as well as those populations of people are being trained as to what to look for, when to report. I mean even on CDC's website you see like the list what constitutes neglect and so it might be good to.

43:18

See what people think they would need in terms of training to be able to make certain shifts of that nature. So once again, not sure if appropriate for here, but just something that really came to mind I just wanted to throw out there, even if for the future.

43:34

Yeah. Thanks for that.

43:36

Other thoughts?

43:46

Are there any of these four that these are, these are some we've talked about?

43:51

In the prior to meetings. But are there any of these for that anybody's feeling like that's going to come out?

44:01

OK.

44:03

What I worked up to share with you all to see, just so I'm not sure that we would or wouldn't share

this in the conference necessarily, but it's just so that we can start to get on the same page about what we mean by these workshops over the following 12 months. Like how would these really work?

44:19

I have a draft for you. Think of it as like a straw man. It's just a way to have a conversation. So, I was trying to flesh these out. Like, what if we got this group together, a group together, to focus on this. What does that mean? What would that result in? You know, what if we got a group together to look at this?

44:37

And Sonia, what you just said, I think there's a way to include it in this second group. But see what you think. Like I'll show it in a second and maybe it deserves, maybe everybody will think it needs its own group.

44:47

But umm, here's a thought. Like we could pull together a workshop on that first topic, which is sort of This is its goal.

44:56

And charge a group with saying OK well this is what we're doing what ought to be like the core principles of the child welfare system in New Jersey. Let's articulate those and who would need to hear about them and how like that's maybe something we could do as output right you and may all agree with this or just I'm just trying to get us into the space of defining some outputs for.

45:18

These groups for the second one, we could talk about, well, what are the reasons and Ellen, that's a little bit more to what you were asking earlier. Why aren't we getting these calls right? We might be, it might, we might talk about this as what's the struggle that's at play in the family that's being reported to us. But there's deeper dynamics sometimes in terms of what is the caller trying to accomplish that makes sense. So, I might feel like this is a situation and I don't know how to talk to this family, so I'm going to call the child welfare system.

45:49

Because they probably talked to this family, you know what I mean? So maybe there might be issues at play with the family. There may be issues that the.

45:57

That the person making the call is trying to resolve to.

46:01

And we could talk about.

46:03

If we know some of that, what are some of the resources that are already available upstream? Things like family success centers or community health workers or other things that could help support a family, and it's in this zone, what would it take to prepare them? Sonia, that was when you mentioned training. This was where I went with it was maybe too buried. Maybe. Maybe training needs its own thing.

46:26

Umm.

46:28

In this group number three, we might just go look at what other what's happening around the country in terms of when council gets assigned and you know what needs to happen here.

46:39

As a result of that and in the public benefits, we might want to say, well, what is the impact now? Maybe there's not as much of an impact feeling as people think there is.

46:50

Umm.

46:51

But if there is, is there a change that's needed? If not, you know, I don't know. So anyway, these are, these are by way of again and I could e-mail these around or we could talk about them now, but I was hoping we could not necessarily nail them today but just start to think about.

47:09

If we're pulling a group together on an issue, what do we think that results in at the end of the day? Does that make sense?

47:16

Trying to get some output. Go ahead, Mary. No. So I think it's the second one. It's where you're pushing stuff upstream, right? So, two things that come to mind. I think I was picturing something a little bit different terms of.

47:33

Like for example, I know sometimes families get caught up with Child Protective Services because they've lost benefits, they lose their housing, there's other things. So to me, I think of programs, you're trying to figure out ways to refer families to legal services offices, right? To handle those poverty related issues Or there's issues regarding a kid who's got who's struggling in school and the parent is totally frustrated or the kids not going to school.

48:04

Right. And the school calls Child Protective Services because they're totally frustrated.

48:09

That.

48:10

I think that.

48:13

The tricky part to me is and This is why I think people default to DCP and P hotline.

48:21

You could suggest to a parent that they do something. The Child Protective Services in most people's minds can make the parent do something.

48:29

And so it's.

48:36

I think.

48:38

It it's a bigger mindset shift? I think so. I'm not saying, you know.

48:46

Family Success Centers and all that.

48:48

Are important. I think it's.

48:51

It's people's sense of who has the authority.

48:55

Yeah, let's do something and I'm not sure.

49:01

I'm struggling with how that workshop agenda gets set, but I think to me that's the crux of it, right? So even the legal services offices that are helping local offices, that family is already.

49:14

Active CPMP or almost at DC, but they're being supervised or something, right? And so, then the caseworker is saying, well, I'm going to refer you over to Essex Legal Services because they can go deal with your landlord or whatever, which is really what the family needs.

49:31

But the family wasn't able to make that connection on their own.

49:38

And I don't know if I'm making sense or if anybody has any other thoughts, but it's really who has the authority to push.

49:46

When, when you get, when you start to get to that crisis point for the kid.

49:52

I hear what you're saying. It's the accessibility of the services, right? I mean, a priority to receive the services?

50:01

Um. And even when they're identifying, when you think of a family that's struggling and a family that's living in poverty probably doesn't have easy transportation, right? So, the more stop points they have to make.

50:17

The more they struggle.

50:19

And in my mind we just we need like 1 universal application.

50:26

So yes.

50:29

Right. So, we don't have the right people in this room right now to really solve that whole knot of problem, right. I think Mary's right that how the agenda gets set for that discussion. Like we will need to do more work on that like what is getting on put on the table and hopefully make sure that the way we talk about that workshop even in this fall conference generates response from the folks that we want to gather around the table. So that's what I'm hoping to talk about today.

51:01

I think though, Mary, that you raise an important point and it's too soon to me. It's to Sonia's point about training. There may be a perception that TCP MP has authority, but it's false one. We can't force parents to do anything.

51:15

If I am, if Natasha is a CPS worker and she comes to my door and knocks on it.

51:20

I don't have to answer the door.

51:24

I have a letter in my house unless she can furnish an entry order.

51:28

Right. But the way that CPS gets not the percentage is with the court, right. So, I think you're right that there is a perception that somehow our caseworkers have magical powers or?

51:40

That the somehow members of the public would like the child protection worker to be sort of the bad cop and like bully families into doing some things and that's a misuse of the system also. So I think, I think the conversation it would be very.

51:58

Good for it to get into that space and air some of that out. So, we can grapple with it. You know as a broader, I'm going to say as a system, I mean that pretty broadly, right and think about what that means, right?

52:11

We although 96% of the time there was no evidence of neglect, 4% of the time there is. So it's not like the whole thing needs to go away, although there are people who are calling for that.

52:22

Umm.

52:23

But anyway, that that if there is myth busting to be done and there is myth busting to be done about the benefits, Natasha and Larry talked about that in the first meeting, right. There's a perception maybe amongst judges or others about what happens to people's TANF benefits that may not be true, you know, so we may be doing some myth busting at different points as we go along. And then the other thing for the first workshop, right. So, I've been at 2 and these have been through court improvement where somebody's done.

52:55

Really.

52:56

I think a wonderful job about.

53:00

Implicit biases and it has nothing to do, you know, It's just implicit biases in general. And I would just suggest that first workshop that would be helpful because I think in.

53:15

The data is really striking and has to be front and center, but I think a lot of people will say, well, I don't do that.

53:24

And that's your just your natural default I. And yet we all do it. We all have implicit biases, and unless you're checking yourself or understand what implicit biases are, you really don't even realize you're doing it. So, I would just say that would be a good add to that first workshop. How would we?

53:44

Um.

53:46

Books.

53:49

So would you add that as A to do like in the workshop bring somebody in to go through implicit bias and really define that and sort of some of that work? Well, yes. And I'm not quite sure how, but I just want to throw it in there because I think.

54:08

It is. It's implicit bias. In many instances it's not in some. In some instance, I think it is racism, right? But in some ways, it's just people make judgments.

54:21

Right. And better safe than sorry, I'll call, but they tend to do that more on.

54:28

Black families than they do on white families and the question is, why is that? What is?

54:34

Going on in your head that.

54:37

We make more calls on families of color.

54:49

And there is, there's a lot of national literature on that topic and.

54:55

Umm.

54:56

I was in some of those early or the 2020, you know, discussions with the court improvement. I thought they were great on implicit bias. So there's, I think there are some stakeholders who may come into the table who've already gone through that pretty rigorously, but there may be others who haven't. So that is that what you're getting at is just start by making sure you want to put them in the vocabulary. It sets the tone, and it gets people thinking, yeah, so some level setting.

55:21

There.

55:23

OK.

55:24

Nice job, Katie. Thank you.

55:27

Alright, let me zoom out a minute and just say there's more to do right clearly on those slides to really get the charge of the group or a hoped for charge of the group nailed down. I'm not thinking we need to do that exhaustively today. But I did want to ask and the reason why I wanted to show that is

to say, does it make sense to you just in terms of organizing it that we try to create a charge like that for each of these workshops, like that exercise of doing that because if it's OK, I'm seeing nodding.

55:58

That being the case, what I'll propose is I'll e-mail these around if you can. I'll just send some feedback before we meet. Next time I'll try to coalesce all that, and then rather than going word by word, we can just focus on where there may be disagreement or just validate some edits. Does that work for people as a way to handle it?

56:17

OK.

56:20

Taking a note to myself, I gotta write down all my promises otherwise.

56:25

OK.

56:38

So Mary, if we did that then at the conference if we sort of said this was our subcommittee, this is what we're trying to get done, that's the scope, this is sort of how we're thinking about the constellation of stakeholders who are engaged, right. So moving away from this is the definition of the child welfare system and more to like there's implications for a lot of different, you know, folks who are around children and families in the state and then to say.

57:05

We've thought about these four areas as things we want to work on, you know, and kind of go through the concept, the concept of workshops on topics.

57:13

And then that's probably.

57:17

You know if we put more data in that would make it a little longer if we take it out of the shorter, but all of that together is maybe 15 minutes worth of.

57:25

Sharing information, we could then pause and add people's tables in the room. We could ask them some prompts like and I don't know what those would be, you know, So there could be things like what surprised you about if it's data, then I don't know where we're following in the agenda. They might need an opportunity to say.

57:46

To respond to chief and halls presentation as well, but.

57:51

We could ask for just kind of general reflections if we need to or not. We could say what's missing from this list of topics. Are there other things that folks feel like we would want to get input?

58:02

At the sort of tabletop portion.

58:05

From the participants in the fall, and I hope.

58:10

58:16

There was go ahead.

58:18

Pulling this up so I can write it down as we talk.

58:20

So I don't know if we're going to be asking people to prioritize.

58:26

OK. Or pick their top?

58:30

You know.

58:31

Idea to start or their top two.

58:44

Something like that.

58:53

We could, you know, in terms of time, right?

58:57

We could charge the table to chew on these things as a table like first question, right? Go chew on this question for say 5 minutes and then read out the next question and ask them to work on that for 5 minutes and then we can figure a way to collect names.

59:19

But I don't know if there are other. You know, it might be nice to have one more that isn't names. You know, one more substantive, like.

59:26

Prompt for discussion at the tables.

59:33

And maybe that's the.

59:42

Something like this. What stood out for you? What was surprising? I don't know. What word surprising is not the right word, but just you know.

59:49

Like, I'm sorry to keep using this example on the Tasha, but your reaction to that 50% number, right? That was like, whoa, wait, what? You know? So we're looking for those kinds of things from this group.

1:00:06

OK.

1:00:07

Do these work for people? If these were the same version of this, these are not the cleanest words. We could work on sharpening it, but those sentiments or those the right ones to go after you.

1:00:24

OK.

1:00:31

And do we know Dan or Kate and Devin are here because they're helping to support the planning of the conference itself, right?

1:00:41

Do we know where this?

1:00:43

Umm.

1:00:45

Peace will fall in the flow of the conference overall.

1:00:51

So between yourself and Mary, you have the entire afternoon.

1:00:55

OK.

1:00:57

So Mary, Mary would go first and then that part would be second. So you'll have, you'll have data to share.

1:01:08

Right. So, so I guess here's my question to the group. So there's, you know, there's tons of data and the reason why I got picked is because we put out the kids count data, right. So I could do some national, some New Jersey. We have all kinds of data on demographics, right, in terms of.

1:01:27

The.

1:01:29

Racial and ethnic makeup of our state, which definitely would include something about income, which there's tons of different kinds of income. And then we can also do something on, you know, how many families are involved in state programs, if that makes sense. I guess the question is.

1:01:51

And I.

1:01:52

I know some people are totally into data. I Katie. And then there's other people who just say, oh my God, if I see one more indicator, I'm going to have a heart attack. Right. So, what do you think is the.

1:02:06

The median level of data where we don't, we're getting a message across, but we're not. We're not losing people.

1:02:17

Or are there any data indicators that people have seen? So even after I present some general data, Katie, you're going to do the slides you just have, if that makes sense. So that makes total sense. So, I'm not going to dig into the weeds on child welfare, right, my Kelly talking about poverty type things or demographics and we could do.

1:02:46

I'm sorry.

1:02:47

Or state? Or both?

1:02:49

I wonder if you want to do like a top ten, top 10 things you might not have known about kids and families in New Jersey or something, and then you can pick a number at 10, whatever it is, but then you can get through them and it's not somebody's not like, Oh my God, how long is this going to last, right? They know already it's going to be 10 and they're on 7 and it'll settle. So that's just the thought about that make sense to people. So for example, there's data around how many families use more than 30% of their household income on rent or mortgage, which.

1:03:20

Is an amazing number. But then there's also different parts of the state where you have amazing

numbers of kids in English as a second language program. You know if you go to Patterson, we did a Patterson there's 38, you know languages spoken in the school district which.

1:03:36

Yep. Ball me over, right. So I'm saying we could do pockets like that where we could keep it very county or we could keep it state. I'm thinking county.

1:03:50

My two cents is the.

1:03:53

The stories are what stick with people the most, you know, versus the like, let me tell you what kinds of kids live here or there. It's more like, here's the unexpected things. Like one of those for me is the racial makeup of the adults in the state is really different than the racial makeup of the kids in the state. I just showed you like 44% of the kids are white. Like 60 something percent of the adults are white. So if you're trying to get a system staffed by adults.

1:04:18

That matches the racial and ethnic makeup of the kids. You got an uphill battle. You know, like that's going to be hard. So that's like one that pops into my mind. We used to, when we did child stat show the actual median income of a place compared to the Economic Policy Institute has a family budget calculator that shows how much money you would need to have in your household to just kind of not be on public benefits, roughly speaking.

1:04:43

And it's like a large gap, you know the median income in some pick a place compared to what you sort of would need. So I'm just sharing those as examples, Mary, but any kind of these things are the things they think that stick if you just put them right up there, it'll stick with people. So people think top 10 things because I know legal Services has a level of need, the Alice data has income stuff too.

1:05:09

All right. OK. So I will put something together and I will circulate that as well. And people could say, oh, what about this? Or everybody knows that. Don't bother.

1:05:20

Alright.

1:05:21

OK.

1:05:25

That's good. You folks are OK with like some version of that data I showed at the beginning today we can it's like a funnel, right. Like we'll start Mary, with your information that's this is what's going on with kids and families and poverty generally and then we can pivot out of that into.

1:05:42

Our area of how that relates to neglect and the implicit bias and explicit bias that's been snared in all.

1:05:53

I'm moving around and I have a rotator cuff injury so it hurts every time. Every time I have gesticulated in the last hour it's been painful, just so you know.

1:06:03

It's not athletics, it's just middle age.

1:06:06

Because it's like, I don't know if you're middle age, I'm ancient. So the only other thing, if anybody in your respective departments has any data indicator that you think would be really interesting, feel free to.

1:06:22

Share that too.

1:06:30

So then going back to the time, so.

1:06:34

Dan, I mean 10 indicators is 15 minutes.

1:06:44

So then Katie, if you do another 15 and then we have people talk for.

1:06:49

I think we might want to break after yours and do that. What surprised you? What stood out for you?

1:06:55

Just that at tables.

1:06:58

Oh OK but not like a break. People wander around, I mean a tabletop exercise and then come back. Does that work?

1:07:08

Then we could do our bit and then we could ask them again. So like they have an opportunity to say here's what stood out of the top ten, and then we'll do our stuff. And then our first question, we now what stood out, right? And they might now have something to say about the neglect. I just worry if it's all at one they're going to forget some stuff by the time they get a chance to respond.

1:07:32

And then Dan, how long does the whole afternoon?

1:07:35

So lunch ends at 1:15. We were planning the conference to end at 3:30 with maybe a 10-minute closing. So there's about two hour time block.

1:07:44
OK.

1:07:48
So.

1:07:49
Our When you have after you have them talked about the table talk or you ask them questions, are you collecting that data? Do you want to collect it or are you going to have them people?

1:07:59
Talk like with microphones.

1:08:02
That.

1:08:05
So I think you can have people report out one or two things, but I think when you do that, you start to lose people, people kind of.

1:08:14
Ohh, head to the bathroom and are gone. So I think we ought to figure out a way to really collect them. Index cards on the table maybe or.

1:08:28
Like we could put a printed thing out. I was going to say too, a lot of people really like using technology, so maybe having multiple things and one of them could be like a QR code that goes to a quick teams form that you they can just like John, a couple things down, even using their cell phone or something, yeah.

1:08:45
And we have.

1:08:48
What's that called? You ever gone to a conference and they put a QR code up and they're like, tell me a word about whatever and you type?

1:08:56
Three years, yeah, we have those. We have some accounts at DCF, so we might.

1:09:02
Um, in the What stood out to you the most question That would be a good one. You can see in real time. You know where people are landing.

1:09:13
Yeah.

1:09:14

Yeah, I said that like I know how to use Mentimeter. Well, I don't want to say anything so, but it is if I can do it, almost anybody could do it because the audience person, I just don't know how to set it up. Sure, one of the young, one of the young folks can figure that out. Exactly what I'm going to look for.

1:09:32

Yeah, no, I mean, we need interactive because people are going to start to fall asleep after lunch, right? Always happens.

1:09:39

We could do this as like interpretive dance be like.

1:09:44

OK. Umm, I think that if so, maybe Mary, if you do 15 minutes' worth of data and then we have people respond to that, what stood out for you question talk about it at their table, maybe we have them respond in the word cloud, talk about it at the table. You could then have one or two people share with the whole room. That's probably 30 minutes at least altogether, right?

1:10:10

And then we could do, I think there's probably about 45 minutes' worth of content in what we just talked about here. So we might, we might need to think about some more things to do.

1:10:22

And I don't have thoughts sitting here at this moment, but if we have more time available with people.

1:10:28

What else could we do?

1:10:36

1:10:40

And is the morning the morning Is Claire Anderson doing her?

1:10:44

Correct. Yeah. And Asia Schaumburg. Schaumburg. OK, good.

1:10:52

Did you say Katie, did you say it was 30 minutes that you have?

1:10:56

Content for 40.

1:10:59

I think.

1:11:00

Mary, from what you were talking about with if it's top ten and then reflection and blah, blah, blah, I think that that's probably somewhere in the neighborhood of 30 or 40 minutes. And I think for the subcommittee we would also have something like 30 or 40 minutes.

1:11:15

All told, between what we have to share and then table talk and report back out probably 45.

1:11:23

So we got another half hour. Yeah, I've got another half hour, right?

1:11:30

Is there?

1:11:36

I'm wondering.

1:11:38

Because we are the Subcommittee on Race, Poverty and Neglect. To your point earlier, Mary, we could share that we have data about the racial inequity in the child protection system that we've shared with the Court Improvement program that we've presented on before. Just some basics about the racial makeup of kids who get called into the hotline and who gets a case and all that kind of stuff. So.

1:12:03

Maybe we want to share that kind of information as well.

1:12:08

I mean, we definitely can. I just.

1:12:11

Sometimes.

1:12:13

You can also share highlights. What I'm wondering if we want to get somebody to just come in and talk about implicit bias for 20 minutes.

1:12:22

Yeah.

1:12:24

Sure.

1:12:25

That's a good idea. That's a good idea. I like that idea. It helps frame it from a different an outside perspective. You know, right matter expert. That would you know.

1:12:40

All right. There's your there, there. You've built out your time however it flows, right, right. I mean it could be the beginning of the end. I'm thinking we're towards the end, right? Could be either way they could wrap it up.

1:12:55

All right. Let's think about that. Yeah, I think it is probably 30 minutes, but.

1:13:01

That uh.

1:13:03

Would be remaining for.

1:13:06

Unscheduled. OK. OK.

1:13:10

All right.

1:13:14

Well, I think.

1:13:16

We have worked our whole agenda.

1:13:19

Then for today, I have some homework. I'm going to follow up with DFD about the Child Support information to include in that as is inventory and then I'll incorporate all the edits that we got back and send that one back around.

1:13:33

I'm going to e-mail those four workshop slides to folks so you can send feedback about those. I'm going to stop raising my left arm together, but I'll lose my right arm. I'll send that around and people can send some information back. Mary, I think you were going to send your data.

1:13:49

You know highlights around and you asked if people know that. If you know you have data, that would be.

1:13:58

Would stand out to people in that presentation. I think you're soliciting candidates for the top ten, right? No, I am and I'm.

1:14:05

Thinking something. I'm going to look at Sonia because I'm thinking something around there might be an education indicator we could look at.

1:14:13

Yeah, I made a note for myself. I definitely want to look into that, I think.

1:14:18

We should try to throw something in education.

1:14:24

Great.

1:14:26

And then umm.

1:14:28

We can do. I think we did a Doodle poll to find.

1:14:32

Today's date Do we want to come back together one more time in September?

1:14:37

Prior to the conference.

1:14:43

Probably should, probably, yeah.

1:14:46

Yeah.

1:14:51

Maybe late September?

1:14:54

I'm sure everybody's really September is already.

1:14:58

Quite thought.

1:15:00

Like late September or the first week of October.

1:15:08

OK.

1:15:11

Yeah.

1:15:13

Any questions? Other thoughts?

1:15:19

OK.

1:15:21

Very good. Thank you everybody.

1:15:23

Thank you. Take care. Thank you. Thank you. And Mary, can you just stay back for one minute?
Thanks. Have a good afternoon.

1:15:35

All.